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ABSTRACT

The paper describes the use of writing as an instructional strategy to integrate several contemporary issues all of which focus on the teaching of human development theories. Issues include postmodern thought, higher level thinking process, conceptual conflict, and arousal, motivation, and integrating the writing process into the psychology curriculum. Each issue is briefly discussed and the literature reviewed. The instructional methodology involves use of a dyadic technique and the writing of nine short essays throughout the semester. Students write essay questions and model answers based on assigned readings and text material. Students also write answers to each others' questions, then discuss answers both in dyads or triads and as a whole class. Finally, students' questions and answers are evaluated both by peers and the instructor. Students who received this instructional approach generally felt it was highly beneficial to their learning of both the content of the class and of each other's perceptions of that content. Results support efforts to expand writing activities across the college curriculum. Samples of questions and answers and a form for writing and rating questions are attached. Contains 55 references. (DB)

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A Cooperative Pedagogical Strategy For Teaching Developmental Theories Through Writing: Dyadic Confrontations.

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Abstract

This paper integrates several contemporary issues all of which focus on the teaching of human development theories. The most important issues include postmodern thought, higher level thinking processes, conceptual conflict and arousal, motivation, and integrating the writing process into the psychology curriculum. Each issue is briefly discussed and then a pedagogy designed to integrate them into a strategy for teaching human development theories is presented. Adaptation and application of relativistic and constructionist viewpoints are used to introduce conceptual conflict into the teaching of these classes. An additional concern has been to challenge and foster higher level cognitive processes by encouraging the integration, synthesis, evaluation and analysis of knowledge. The strategy describes a solution using the medium of writing, not only the traditional answers to essay questions, but also the writing of the very questions themselves.

A Cooperative Pedagogical Strategy For Teaching Developmental Theories Through Writing: Dyadic Confrontation.

Rationale

This paper integrates several contemporary issues which are focused on the teaching of human developmental theories. The most important issues include 1) postmodern thought, 2) higher level thinking processes, 3) introducing conceptual conflict and arousal, 4) motivation, and 5) integrating writing into the psychology curriculum. Each of these issues is briefly discussed and then integrated into a solution for teaching human development theories.

Postmodernism. Foremost among these issues is the idea that we exist in a time which has been variously described as "postmodern," (Feyerabend, 1975), "poststructuralist," and "postpositivist" (Goodman, 1983). Increasingly these three terms are surfacing in a variety of disciplines ranging from the "fine arts," (Burnham, 1971), "philosophy" (Goodman, 1983), to "developmental psychology" (Brofenbrenner et al., 1986; Gardner, 1985) and Educational Research (Phillips, 1983). Hare-Mustin and Mareck's (1988) article is one of the most recent and thorough discussions about "postmodernism." They describe two postmodern philosophical schools of thought, Constructivism and Deconstructionism, as having the following attributes:

1. They challenge the idea of a single meaning of reality.

2. They tend to accept randomness, incoherence, indeterminancy and paradox.

3. They are skeptical about the positivist tradition in science and essentialist theories.

4. They assert that meanings are historically situated and constructed and reconstructed through the medium of language.

This might even been seen as a common sign of the times we live in, one which is uniquely interdisciplinary. One of the more interesting notions associated with these conceptions is the idea that there may be what Bruner (Bruner & Feldman, 1986) describe as "plural realities." I refer here to the eternal problem of determining whether there is an objective reality out there to be discovered (this is sometimes associated with the "realist" and "instrumentalists" schools of thought), or a subjective reality which we impose upon nature (a "constructionist," "relativist," and more recently a "deconstructionist" school of thought). Bohan (1990) has recently described a pedagogical strategy for teaching about the history of psychology which is based on "Social Constructionism." Phillip's (1983) discussion of "Postpositivist Educational Thought," is one of the most thorough explanations of the many possible views which have surfaced to counter the original "logical positivist" view of the Wiener Kreis (Vienna Circle, circa 1920).

Ernst Cassirer (1955) has proposed that discourse creates (his term is "enacts") the world. Knowledge is not 'about' the world, but rather 'constitutive' of the world. Cassirer states:

> Every authentic function of the human spirit has this decisive characteristic in common with cognition: it does not merely copy but rather embodies an original, formative power. It does not express passively the mere fact that something is present but contains an independent energy of the human spirit through which the simple presence of the phenomenon assumes a definite 'meaning,' a particular ideational content. (p. 78)

He continues, presenting a strong link between art, myth, language and cognition when he suggests that they are not "...different modes in which an independent reality manifests itself to the human spirit but roads by which the spirit proceeds toward its objectivization, ie., its self-revelation" (p. 78). More recently Eisner (1981) has expressed similar ideas when he attempts to differentiate the scientific from the artistic approach to qualitative research. Goodman (1983), strongly influenced by Cassirer, describes himself as a "constructionist" and "relativist" and expresses quite similar thinking. There is a strong similarity between what Cassirer and Goodman are describing and Perry's (1970) fifth stage of cognitive development, the "relativism or contextual thinking stage."

Developmental Theories. Certainly the many developmental theories presented in texts (e.g., Baldwin, 1980; Lerner, 1986; Miller, 1983; Salkind, 1985; Thomas, 1985) which are used in courses comparing theories of human development, might be an example of "plural realities." An example of common usage of these texts is contained in Schadler's (1985) "If It's Tuesday, It Must Be Freud" review of Thomas' (1985) text. During a typical 15-week semester a dozen or so theories might be encountered in courses

such as this. Each class period may be devoted to a different theoretical view of human development ranging from Ainsworth's to Vygotsky's interpretations of reality. With so many differing views - plural realities - how does one integrate and synthesize all of this knowledge?

Conceptual Conflict. A related issue is how does one contend with conceptual conflict and arousal (Berlyne, 1957) and use it to ones advantage. Johnson (1979) has stated that one of the keys to successful teaching is the promotion of controversy (p. 359). Flavel (1963) has stated:

> "In the course of his contacts (and especially, his conflicts and arguments) with other children, the child increasingly finds himself forced to reexamine his own precepts and concepts in the light of those others, and by so doing, gradually rids himself of cognitive egocentrism (p. 279).

This may be true of adults as well. John Stuart Mill has stated that "Since the general or prevailing opinion on any subject is rarely or never the whole truth, it is only by the collision of adverse opinion that remainder of the truth has any chance of being supplied" (in Johnson, 1979, p. 361). Johnson et al. (1986) have continued to emphasize the positive and creative role of cognitive conflict as motivation for learning (Johnson & Johnson, 1987).

Writing. Berlin (1987), in his book Rhetoric and Reality, describes three theories of rhetoric including the 1) objective, 2) subjective, and 3) transactional theories. The most recent and contemporary "transactional" theory of rhetoric is quite similar

to the previous discussion of conceptual conflict. Transactional theory is also concerned with the postmodern issue of "plural realities." Berlin states:

> Transactional rhetoric is based on an epistemology that sees truth as arising out of the interaction of the elements of the rhetorical situation: an interaction of subject and object or of subject and audience or even all the elements - subject, object, audience, and language - operating simultaneously. (p. 15)

One solution to the problems of conceptual conflict and the integration of divergent viewpoints as found in the rich reserves of available psychological theories is through writing. The present author has recently been strongly influenced by several researchers interested in the writing process (Elbow, 1986 & 1987; Jones, 1987; Fulwiler, 1986; Fulwiler & Young, 1982; Fulwiler & Jones, 1982). During a recent conference (the Seventh Annual Lilly Conference on College Teaching) Peter Elbow and Robert Jones made a forceful and convincing case for the integration of the writing process across various curriculae. Effective writing as a means of communication is an important skill which should be one of the successful outcomes of a college education. Teaching this skill effectively, it is argued, can only be accomplished when it is encouraged in other disciplines outside of the Departments of English who have traditionally been assigned this responsibility. The discipline of psychology is aware of the need to incorporate writing into its teaching practices (see the recent special issue of Teaching of Psychology, 17, 1, 1990, whose entire contents, nearly 16 articles, is devoted to the uses of writing in

the psychology curriculum). In other words, even educational psychology classes may provide a context and an opportunity to effectively learn to write.

Elbow (1986) has also expressed a particularly post-modern view which is strongly related to Cassirer's (1955), Bruner's (Bruner & Feldman, 1986) and Goodman's (1983) notions of plural realities and also associated with conceptual conflict:

> "A hunger for coherence; yet a hunger also to be true to the natural incoherence of experience. This dilemma has led me more often than I realized to work things out in terms of contraries: to gravitate toward oppositions and even to exaggerate differences - while also tending to notice how both sides of the opposition must somehow be right. My instinct has thus made me seek ways to avoid the limitations of the single point of view. And it has led me to a common sense view that surely there cannot be only 'one' right way to learn and teach (p. x)."

Summary. As an educational psychologist who has always been concerned with the applications of psychological theory to teaching, and, having a concern for teaching psychological theories within the context of a postmodern time, the present author has tried to adapt and apply relativistic and constructionist viewpoints by introducing conceptual conflict into the teaching of these classes. An additional concern has been to challenge and foster higher level cognitive processes (see Perry, 1970 as well as Bloom et al., 1971) by encouraging critical integration, synthesis, evaluation and analysis of knowledge. The solution described below has been to use the medium of writing, not only the traditional term paper or answer to an essay question, but also the writing of questions.

Method

Sample. The students who experienced the strategy described below were graduate education majors working on Master's and Specialist's degrees in Teacher Education, Home Economics, Educational Leadership, and Educational and School Psychology. Four classes have used the writing techniques. Thomas' (1985) book was a common and required text for the three "human developmental theories" course. The 3 credit hour class was taught throughout a 15 week semester. Two additional writing projects, each a review of a recent quantitative developmental psychology article taken from professional journals, were required and constituted 60% of the grade for the class. One section during the Spring 1987 semester contained 17 students, another during the Spring 1988 semester contained 6 students, and another during the Spring, 1990 semester contained 9 students. A forth class of 9 students who studied "Classroom Group Processes" was also treated to the dyadic confrontation technique during the Spring, 1990 semester. For comparative purposes, two sections which did not use the dyadic confrontational approach were also examined.

Procedure. The dyadic technique described below focused on nine short essay writing experiences which were assigned throughout the semester. The present technique is most similar to one used by Goldschmid (1971) and Schirmerhorn et al. (1975). It is also similar to the dyadic structured "reciprocal peer tutoring" model used by Fantuzzo et al., (1989). However, while Fantuzzo et al., (1980) used an objective multiple choice format, a more

subjective written essay approach was used in the present study. At regularly scheduled times each student had to write a brief essay question and model answer primarily based on assigned readings and text material. Students were instructed that their questions should be comparative in nature and, as the class went on, earlier material and chapter content could and should be drawn upon. The questions should require some thought and not be trivial in the sense that one could construct an objective multiple choice test format with highly convergent answers. The instructor contributed a question and answer for each assigned period as well. In addition to the regularly scheduled textbook chapters, several primary author reprints were distributed. Students were encouraged to integrate the content of these additional readings into both their questions and answers. Those who did integrate these materials into their questions and answers were rated higher by the instructor than those who merely stayed within the confines of the text. Both peer and instructor evaluation were also used in the two Spring, 1990 classes. Five attributes including 1) General Impression, 2) Importance, 3) Clarity, 4) Integration, and 5) Creativity, were rated on a 0 (poor) to 4 (excellent) scale. Evaluation of the quality of both the questions as well as the answers was a considerable portion (40%) of the course grade. The following outline details the sequential steps of this procedure:

I. To be accomplished outside of class.

1. **Text Reading.** Entire class reads the exact same two pieces of literature:

A. A chapter of text focusing on a specific developmental theory: eg, Erik Erikson's Psycho-Social Theory of Personality Development).

B. A primary source "reading" handed out by the instructor: eg., an article written by Erik Erikson.

2. **Question Writing.** Each student writes a question attempting to integrate or link issues which they perceive to be important in both reading assignments.

3. **Answer Writing.** Each student then writes a model answer to their own question - a brief essay which is not more than one page, single-spaced.

4. Before coming to class each student reproduces a single copy of their question (their answer not included).

II. To be accomplished in class.

5. **Question Exchange.** Students exchange copies of their questions with each other.

6. **Writing.** Students spend approximately 25 minutes writing answers to each others' questions.

7. While students are writing answers to each others' questions, the instructor makes copies of all the questions for later distribution to the entire class.

8. **Reading.** Students read each others' answers. The original poser of the question reads a peers' answer while that peer reads the originator's answer. This is not always a reciprocal exchange and therefore usually involves three people: eg., **B** writes an answer to **A's** question and **C** answers **B's** question, therefore **B** must interact with both **A** and **C.**

9. **Confrontation.** Both students then engage in dialogue over convergent and divergent ideas which they have encountered in each others' essays.

10. **Class Discussion.** A general discussion follows the passing out of copies of all the questions (see #7 above) submitted for that day.

11. **Peer Evaluation.** Students evaluate each other's questions and answers on the basis of five attributes: 1) an overall General Impression, 2) Importance, 3) Clarity, 4) Integration, and 5) Creativity. A 5-point scale ranging from 0 (poor) to 4 (excellent) is used to rate each of the five attributes.

12. **Instructor Evaluation.** The instructor then evaluates the question and both answers along the same dimensions as in #11 above. All rating points are summed for a total possible score of 120 (4 possible points for each of the five attributes as rated by the instructor and a peer evaluator).

The questions should have been neatly typed on the two forms (templates) which were provided. See Figure 1 which is an example of a template showing a student's question and another student's answer. Figure 2 is an example of a blank template which is presently being used for instructor/peer evaluations. One

anonymous copy contained only their question and had space available for someone else to answer. The person who answered the question in class identified themselves by signing the bottom of their sheet. The other copy had both the question and the expected answer on the bottom half along with identification information as to who contributed the question. Greater importance was assigned to the prepared answer than the one which they wrote in class.

Put Figure 1 & 2 about here

Thus, a prepared question and answer was already committed to writing when students came to class. In class they were given approximately 30 minutes to write their answers. Each question had to be germane to the regularly scheduled topic in the syllabus/calendar of events. However, because such a wide breadth of information was available for selection, the specific content of a question was not predictable. Thus a certain amount of random indeterminance was the general rule for these activities. As Hare-Mustin & Mareck (1988) state: "Postmodernism accepts randomness, incoherence, indeterminanacy, and paradox, which postivist paradigms are designed to exclude. Postmodernism creates distance from the seemingly fixed language of established meanings and fosters skepticism about the fixed nature of reality (p. 462)". (Further discussion of this randomness is contained in Sherman, 1987). What one student felt was important enough to integrate into their question, another student might have completely ignored.

Students had to come to class prepared. This was an "open book" experience and all notes and related readings were available as resources in answering another's question.

After completion of the inclass writing, each student had to confront the student who wrote the question. Since the answer was already previously prepared outside of class, a certain amount of commitment had already been made. Conceptual conflict or convergence was thus achieved in these dyadic meetings where each student usually came in contact with at least one and usually two other students. This was usually a time of lively discussion. After the dyadic meetings had taken place, the instructor distributed copies of all questions so that everyone could see what others believed was an important question to ask of the materials. The students than had to rate each others questions and answers. The instructor rated all questions and answers as well as contributed written comments outside of class and returned the materials to the students at their next regularly scheduled meeting. In a small class of 6 to 17 students, these activities involved approximately 60% of class time and were believed to be highly informative, active and productive experiences.

Some examples of the types of questions which were written are as follows:

1. Goodman (in Bruner & Feldman, 1986) says all worlds have been constructed out of other worlds that we have taken for granted and that world-making involves the transformation of worlds and world versions already made. Goodman also talks of a reference system in which meaning of the symbol is given by the system of meanings in which it exists. How would Heinz Werner and Kurt Lewin (Thomas, 1985, chapter 7) view 'world building' and 'reference systems?'

2. Explain Lewin's principle of 'differentiation' (Thomas, 1985, chapter 7, p. 152) in terms of Vygotsky's (Thomas, 1985, chapter 11) theory of development.

3. Describe why developmental psychologists should examine their social history (Bronfenbrenner, et al, 1986), and put this into the context of Thomas' (1985) discussion of the social history of the 'nature vs nurture' issue discussed in chapter 2.

4. Suppose that Nelson Goodman, Jean Piaget and Lev Vygotsky were all present at a debate on 'constructivism.' Would they be allies or opponents? Why?

5. How are Piaget's formal operational stage (Thomas, 1985, Chapter 10) and Vygotsky's third stage of thought development (Thomas, 1985, Chapter 11; Toulmin, 1978) similar?

6. Using our text (Thomas, 1985) and the Leak & Christopher (1982) article, discuss how the sociobiological 'Epigenetic Principle' parallels Freud and Erikson's psychoanalytic theories (Thomas, 1985, chapter 8 & 9).

It is important to note that each of these questions references at least two sources, either the text or an article distributed by the instructor. Movies and video-taped programs were additional sources which they could draw upon. Most answers converged on common language and concepts obtained from the assignments. However, the manner in which the students used this information to answer their questions was quite diverse. Also,

even though all had read the same assignments, the questions which they felt important to ask were also quite diverse. This created a rich and quite complex dialogue in our class discussions.

Discussion

The significance of the dyad as the simplest and most important sociological formation described as a "group" has been extensively discussed by Simmel (1965) and others. Pedagogical applications of the empirical findings from group dynamics studies of dyads is sparse. However, teaching through the use of dyadic peer pairings is presently gaining a renewed interest from instructors and social psychological researchers alike (Goldschmid, 1971; Schirmerhorn et al., 1975; Larson & Dansereau, 1986; Dansereau 1987; van Oudenhoven et al., 1987a & 1987b; Fantuzzo et al., 1989). Frederick (1981 & 1986) has described the usefulness of dyads in stimulating classroom discussions in college history classes. The dyad is one of the most central structures of the Johnsons' (1987) latest pedagogical strategies, "Creative Conflict". For a more thorough discussion of cooperative classroom writing in "collaborative" and "Peer Response" groups, Dipardo & Freedman's (1988) recent article as well as Gere (1987) provide a great wealth of information and clarification. Recently, at the Fourth Convention of the International Association for the Study of Cooperation in Education, Hertz-Lazarowitz et al., (1988) and Telles (1988) presented newly innovated dyadic techniques for teaching. While the present technique is not the same as these other approaches, the focus on dyads in the teaching/learning

process is an important point of convergence. As Hertz-Lazarowitz et al. (1988) have pointed out, dyadic teaching has had a long and distinguished history of successful use among talmudic scholars for nearly 2000 years. Hertz-Lazarowitz's et al. (1988) technique is based on a hierarchial arrangement of tutor/tutee pairings in which both members of the dyad reverse roles at one time or another while imparting knowledge to each other. Telles (1988) technique is similar to Aronson's (1978) "jigsaw" technique with the addition of concentrated dyadic interactions among "expert group" members. These examples are based on a rationale of "cognitive rehearsal" and assume convergence of thought and an external objectivity which is to be learned, where as the present technique is based on postmodern thought including the concepts associated with transactional theories of rhetoric, cognitive elaboration, paradox, divergence and plural realities. The dyadic confrontation technique presented in this manuscript is a continuation of the author's earlier concerns for promoting learning through small group discussions (Sherman, 1976 & 1977).

The classes receiving this type of strategy generally felt that it was highly beneficial to their learning of both the content of the class and about each other's perceptions of that content. While a six-item, objectively administered and university sanctioned "course/professor/evaluation" instrument was administered to all sections, the individual items were not as informative as the anecdotal comments which were volunteered. Nevertheless, five of the six items were significantly ($p<.05$)

more positively rated by students who had experienced the dyad technique than the ratings obtained in sections which had not experienced it (See Table 1 and Figures 3 to 8; also, Sherman, 1988). Most of the written comments contributed by students reflected a highly positive acceptance of the writing experience. Above all, the experience was highly motivating, stimulating much more intense study of the text and related reading materials. These findings are quite similar to those reported by McKeachie (1990, pp., 191-194) in his recent review of research on college teaching focused on "student-centered discussion." Confronting their peers in the class motivated students to study and think about the materials in more depth. It has been suggested that this technique also promoted "critical reading" as much as writing skills. Students believed that it helped them understand the theories better, and expanded their perception of the importance, application, and interpretation of these theories. This was especially so when interpretating theories which appeared to result in the greatest differential perceptions (e.g., where cognitive conflict was most apparent). One of the most common remarks overheard in class confrontation/dialogue was "I never 'thought' of that!" or "While I thought this was the 'right' answer, I can certainly see what you were focusing on."

Put Table 1 and Figure 3-8 here

Thus, in general, it is believed that this strategy is

favorably accepted by students, and, they perceived that it was a valuable experience in learning about the theories. From the instructor's perspective, the students progressively became more sophisticated as the semester continued, with the best, most integrated questions and answers appearing at the end of the class. The conceptual ideas upon which the questions and answers were based covered a broad sampling of topics associated with the various theories, almost as comprehensive as what might be traditionally included in objective multiple-choice tests. Many students expressed the view that they felt much more critically and analytically competent at the end of the class than they did at the beginning. Thus, it is felt that not only did the students experience a postmodern teaching technique, but may have also gained an appreciation and developed toward a more relativistic stage of conceptual thinking (Perry, 1970).

Two additional comments appear relevant. Many contemporary developmental theorists are emphasizing the importance of "postmodern" thinking (e.g., Brunfenbrenner et al., 1986). The above strategy is believed to reflect this sentiment. The second point concerns the contemporary movement to encourage more writing experience across the curriculum, having its major support among teachers of English (Michalak, 1989). Three of this author's colleagues in the English Department who have been highly active in promoting writing activities across curriculae have read this manuscript. One important comment which all three volunteered was the importance of disseminating reports such

as this to disciplines other than audiences whose concern is already "writing": eg., the National Council of Teachers of English. In other words, "don't preach to the choir." While the strategies described in this report obviously take up more instructor time in reading and evaluating essays, it is believed that the gains in student writing abilities and critical thinking (rhetoric), and the motivating stimulation of the class discussions are worth the efforts. The recent special issue of Teaching of Psychology (Nodine, 1990) which is devoted entirely to "Psychologists Teach Writing," has several articles expressing similar sentiments. However, it should be noted that virtually all of the articles contained in this issue focus on individual student writing projects, rather than cooperative or collaborative pedagogical strategies. The only article weakly linking a peer-tutor cooperative strategy was Levine's (1990). While some of the authors acknowledge the dialogue which traditionally takes place between instructor and student, none of the articles recognize the peer interactive models available in cooperative learning. The dyadic writing and confrontation process also appears to be increasing personal risk-taking similar to what Frank Farley (1988) has positively described as a "Type T" personality. Lastly, while the rich variety of developmental psychology theories associated with the field of educational psychology is eminently suited to this technique, it is believed that many other disciplines which likewise abound in diverse theory could benefit from this approach.

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Table 1.

Summary of Graduate Course Evaluations.

Course (year) Enrollment	Evaluation Items: "How would you rate the...":[a] 1 Overall Rating	2 Testing & Eval.	3 Organ-ization	4 Interest	5 Manner	6 Attitude	means
EDP 621 (SP 1990)	3.22	3.77	3.33	3.89	3.22	4.00	3.57
(n=9) SD's	.66	.44	.50	.33	.44	.00	
EDP 635 (SP 1990)	3.44	3.55	3.44	3.55	3.44	3.66	3.51
(n=9) SD's	.73	.73	.53	.73	.53	.50	
EDP 635 (SP 1988)	3.50	3.33	3.50	3.67	3.17	3.66	3.47
(n=6) SD's	.55	.52	.55	.52	.75	.52	
EDP 635 (SP 1987)	3.12	3.24	2.65	3.71	2.88	3.41	3.17
(n=17) SD's	.60	.90	.99	.47	1.05	.71	
-Sections not using Dyadic Essay Confrontations-							
EDP 635 (SP 1986)	2.67	3.25	2.50	3.25	2.42	3.42	2.91
(n=12) SD's	1.07	.86	1.00	.75	1.08	.90	
EDP 633 (FL 1982)	3.00	3.00	2.86	3.14	2.57	3.00	2.92
(n=7) SD's	.82	.82	.90	.69	.53	.82	

[a]Each of the 6 items were rated on a 0 (poor) to 4 (excellent) Likert-like scale.Figure 2.

Figure 1.

An Example of the Question/Answer Template, With an Example of One Student's Answer to Another's Question.

FORM (I OR II): ___2____

QUESTION NUMBER (1 THRU 8):_____5_____ GROUP (A OR B): __B__
Q SCORE:_____

Assume that teachers in elementary schools (grades 1 through 4) can influence the development of their students. Looking at the theories of Freud and Erikson, what role should these teachers play in facilitating positive development and encouraging healthy personality growth in their children.

----------YOUR ANSWER (LEAVE BLANK ON FORM II):----------
A SCORE:_____

In order to positively influence the outcomes of the "industry vs. inferiority" crisis teachers can provide opportunities for play, provide appropriate tasks and furnish guidance in accomplishing goals as determined by the child and the teacher. It is also necessary for the teacher to view as worthy, ideas and skills the child may already have and express them as such. This is an important time in the child's developing sense of ego and "personal power" (Heider) as well. Adults need to have an attitude of approval and encouragement. Teachers need to examine their own attitudes toward success and failure. With pressure from administrators and parents to provide proof of children's accomplishments, teachers may be forced to insist upon certain tasks being completed in a certain manner. For children who do not necessarily fit into the group socially or academically, stress and/or failure may result, and industry be defeated. A teacher should individualize as much as possible and soundly defend the child's right to individual consideration. Since the peer group, usually homogeneous with regard to gender, is becoming increasingly more important, developing small group activities where children can plan, organize and produce would instill pride (ego development) and a sense of belonging, especially within same-gender groups. Whatever methods are used, someone once said "children don't fail, teachers do". It is every teacher's responsibility to find a method that will insure success with a particular child, use it and defend it. The classroom environment should be "child centered" providing opportunities for child initiated and child directed activities. Opportunities for the successful accomplishment of meaningful academic skills should be provided as well as real life activities to improve competencies in self-care and everyday life.

NAME:_____Student's Name_____ (Q+A) SCORE:_____

Figure 2.

New Template for Writing and Rating Questions.

FORM (I OR II): _____

YOUR QUESTION

QUESTION NUMBER: _____ GROUP (A OR B):_____

(A question is composed and written in this space.)

SCORING: I S
G-IMPRESSION = ( ) / ( ) {Instructor (I) and Student (s) rating
IMPORTANCE = ( ) / ( )
CLARITY = ( ) / ( )
INTEGRATION = ( ) / ( )
CREATIVITY = ( ) / ( )

TOTALS: ( ) + ( ) = Q-SCORE: _____

0) poor 1) below average 2) average 3)above average 4) excellent

==========

YOUR ANSWER (leave blank on FORM II):
CONTINUE ON BACK SIDE IF ADDITIONAL SPACE IS NEEDED

(The answer is composed and written in this space.)

SCORING: I S
G-IMPRESSION = ( ) / ( ) {Instructor (I) & Student (S) rating
IMPORTANCE = ( ) / ( )
CLARITY = ( ) / ( )
SYNTHESIS = ( ) / ( )
CREATIVITY = ( ) / ( )

TOTALS: ( ) + ( ) = A-SCORE: _____

YOUR NAME:_____. TOTAL SCORE: ____
(preparer/rater)

(Figure 2 continued)

(Continuation of an answer: reverse side of template.)

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RECONCILIATIONS AND AFTER THOUGHTS

TO THE QUESTION:

TO THE ANSWER:

Figures 3 to 8 here

OVERALL GENERAL ITEM X 6 CLASSES
MEAN RATINGS

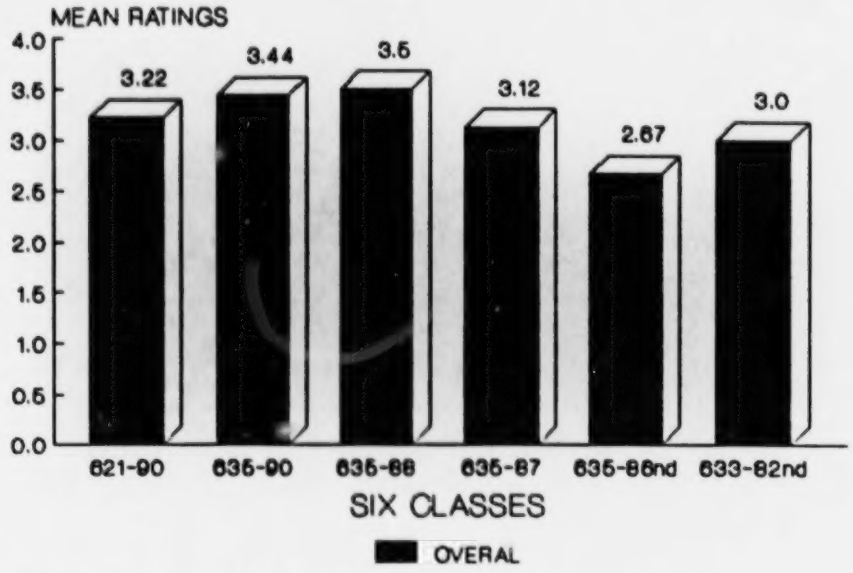

FIGURE 3: RATINGS, 0=POOR TO 4=EXCELLENT

TESTING AND EVALUATION X 6 CLASSES
MEAN RATINGS

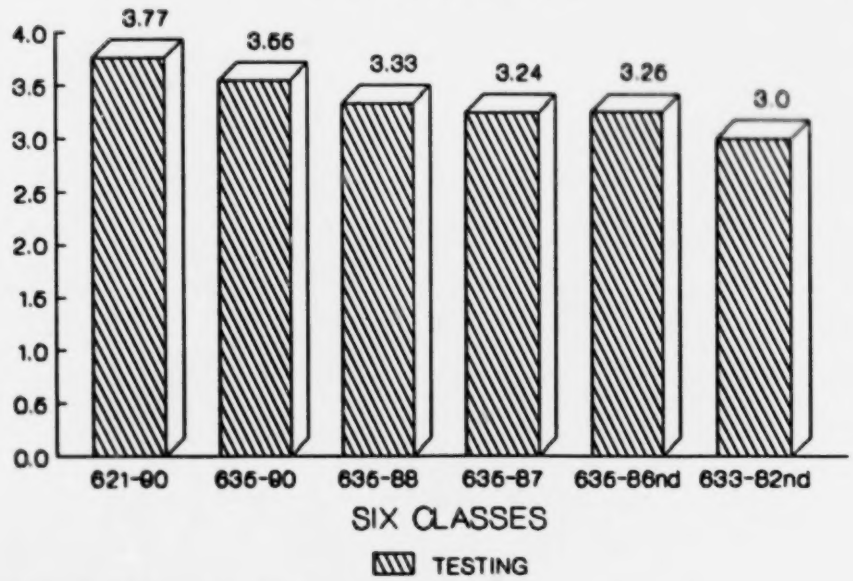

FIGURE 4: RATINGS, 0=POOR TO 4=EXCELLENT

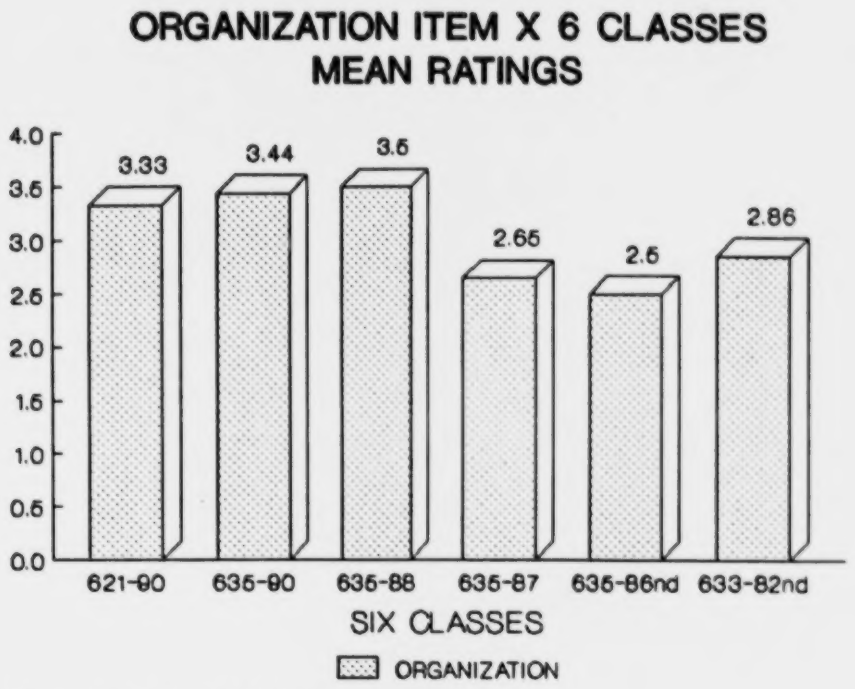

FIGURE 5: RATINGS, 0=POOR TO 4=EXCELLENT

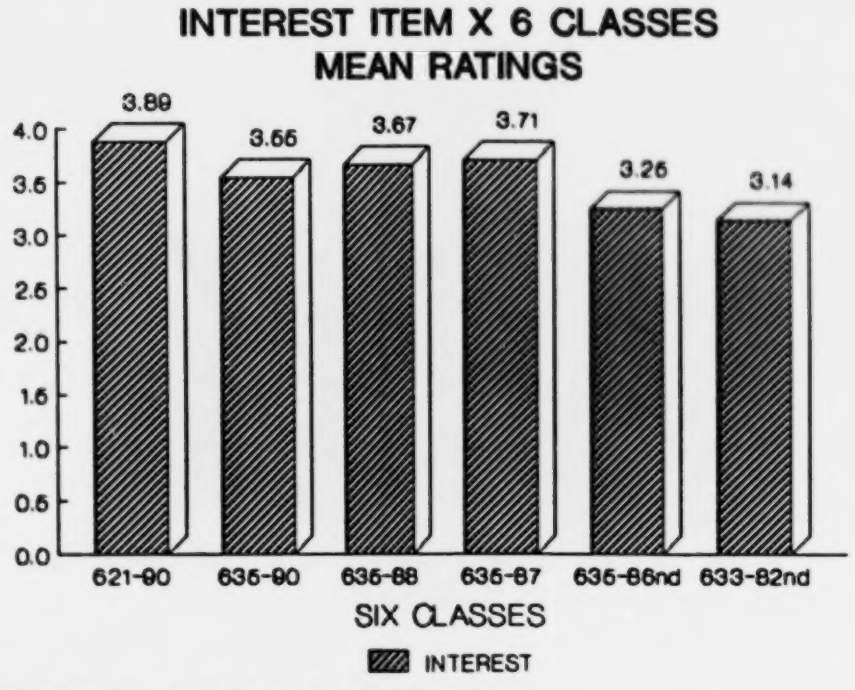

FIGURE 6: RATINGS, 0=POOR TO 4=EXCELLENT

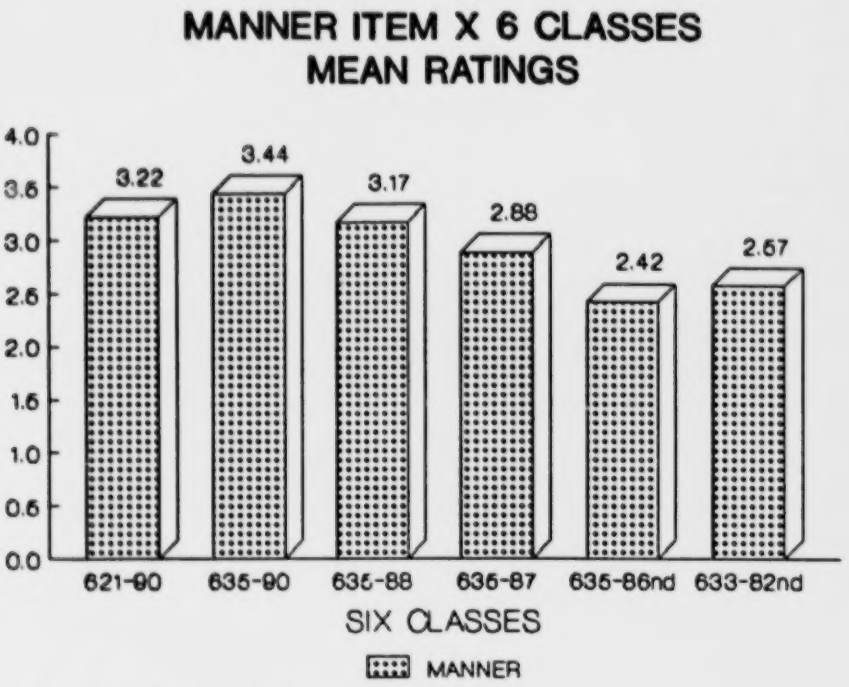

FIGURE 7: RATINGS, 0=POOR TO 4=EXCELLENT

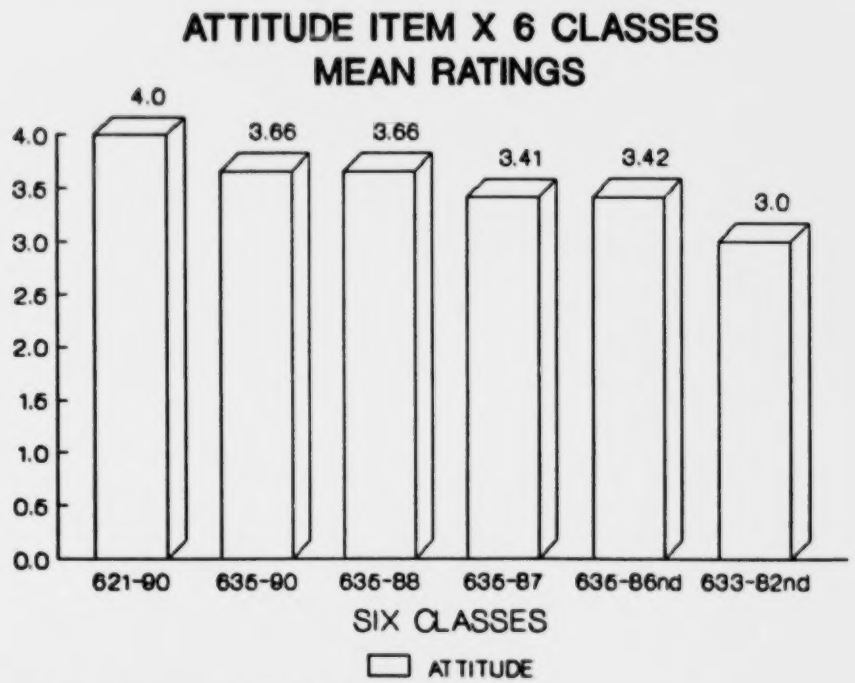

FIGURE 8: RATINGS 0=POOR TO 4=EXCELLENT